

MID CAROLINA HIGH

6794 US HWY 76
Prosperity, South Carolina 29127

GRADES 9-12 High School

ENROLLMENT 601 Students

PRINCIPAL Lynn Cary 803-364-2134

SUPERINTENDENT Dr. V. Keith Callicutt 803-321-2600

BOARD CHAIR Mr. Lee Attaway 803-945-7083

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of High Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 16 | 16 | 0 | 0 | 0 |

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2001 | Excellent | Excellent | N/A |
| 2002 | Good | Unsatisfactory | N/A |
| 2003 | Excellent | Excellent | No |
| 2004 | Excellent | Good | Yes |

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

| | Our School | | | High Schools with Students Like Ours | | |
|---------------------------|-------------------|-------------|-------------|---|-------------|-------------|
| Percent | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 |
| Passed 2 subtests | 78.2 | N/A | N/A | 77.9 | N/A | N/A |
| Passed 1 subtest | 9.0 | N/A | N/A | 11.7 | N/A | N/A |
| Passed no subtests | 12.8 | N/A | N/A | 10.4 | N/A | N/A |

EXIT EXAM PASSAGE RATE BY SPRING 2004

| | Our School | High Schools with Students Like Ours |
|----------------|-------------------|---|
| Percent | 96.2% | 96.0% |

ELIGIBILITY FOR LIFE SCHOLARSHIP

| Percent of | Our School | High Schools with Students Like Ours |
|--|-------------------|---|
| Seniors eligible for LIFE Scholarships at four-year institutions* | 14.2 | 15.4 |
| Seniors who met the SAT/ACT requirement | 14.2 | 15.8 |
| Seniors who met the grade point average | 55.7 | 52.9 |

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

| | Our School | High Schools with Students Like Ours |
|---------------------------|-------------------|---|
| Number of Students | 117 | 239 |
| Number of Diplomas | 95 | 188 |
| Rate | 81.2% | 79.0% |

PERFORMANCE BY STUDENT GROUPS

| | Exit Exam Passage Rate by Spring 2004 | | Eligibility for LIFE Scholarship | | Graduation Rate | | |
|--------------------------------|--|------|-------------------------------------|------|-----------------|------|------------------------|
| | n | % | n | % | n | % | Met State Objective |
| All Students | 106 | 96.2 | 106 | 14.2 | 117 | 81.2 | YES |
| Gender | | | | | | | |
| Male | 45 | 97.8 | 44 | 18.2 | 52 | 75.0 | N/A |
| Female | 61 | 95.1 | 62 | 11.3 | 65 | 86.2 | N/A |
| Racial/Ethnic Group | | | | | | | |
| White | 72 | 97.2 | 69 | 21.7 | 75 | 84.0 | N/A |
| African-American | 34 | 94.1 | 37 | 0.0 | 42 | 76.2 | |
| Asian/Pacific Islander | 0 | N/A | 0 | N/A | 0 | N/A | N/A |
| Hispanic | 0 | N/A | 0 | N/A | 0 | N/A | N/A |
| American Indian/Alaskan | 0 | N/A | 0 | N/A | 0 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | |
| Non disabled | 95 | 96.8 | 96 | 15.6 | 101 | 87.1 | N/A |
| Disabilities other than speech | 11 | 90.9 | 10 | 0.0 | 16 | 43.8 | N/A |
| Migrant Status | | | | | | | |
| Migrant | 0 | N/A | 0 | N/A | 0 | N/A | N/A |
| Non-migrant | 106 | 96.2 | 106 | 14.2 | N/A | N/A | N/A |
| English Proficiency | | | | | | | |
| Limited English Proficient | 0 | N/A | 0 | N/A | 0 | N/A | N/A |
| Non-Limited English Proficient | 106 | 96.2 | 106 | 14.2 | 117 | 81.2 | N/A |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 28 | 92.9 | 36 | 0.0 | 40 | 75.0 | N/A |
| Full-pay meals | 78 | 97.4 | 70 | 21.4 | 77 | 84.4 | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

HSAP PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts - State Performance Objective = 33.3% | | | | | | | | | |
| All Students | 135 | 98.5 | 17.4 | 22.7 | 33.3 | 26.5 | 66.7 | YES | YES |
| Gender | | | | | | | | | |
| Male | 67 | 98.5 | 19.7 | 21.2 | 33.3 | 25.8 | 66.7 | N/A | N/A |
| Female | 68 | 98.5 | 15.2 | 24.2 | 33.3 | 27.3 | 66.7 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 88 | 97.7 | 3.5 | 18.6 | 40.7 | 37.2 | 84.9 | YES | YES |
| African-American | 44 | 100.0 | 41.9 | 30.2 | 20.9 | 7.0 | 32.6 | YES | YES |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 3 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 113 | 98.2 | 8.2 | 21.8 | 38.2 | 31.8 | 77.3 | N/A | N/A |
| Disabled | 22 | 100.0 | 63.6 | 27.3 | 9.1 | N/A | 13.6 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | 2 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A |
| Non-Migrant | 133 | 98.5 | 16.2 | 23.1 | 33.8 | 26.9 | 67.7 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 133 | 98.5 | 16.2 | 23.1 | 33.8 | 26.9 | 67.7 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 56 | 98.2 | 35.2 | 33.3 | 16.7 | 14.8 | 37.0 | YES | YES |
| Full-pay meals | 79 | 98.7 | 5.1 | 15.4 | 44.9 | 34.6 | 87.2 | N/A | N/A |
| Mathematics - State Performance Objective = 30.0% | | | | | | | | | |
| All Students | 135 | 98.5 | 17.4 | 24.2 | 40.2 | 18.2 | 65.2 | YES | YES |
| Gender | | | | | | | | | |
| Male | 67 | 98.5 | 15.2 | 27.3 | 30.3 | 27.3 | 63.6 | N/A | N/A |
| Female | 68 | 98.5 | 19.7 | 21.2 | 50.0 | 9.1 | 66.7 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 88 | 97.7 | 4.7 | 23.3 | 46.5 | 25.6 | 80.2 | YES | YES |
| African-American | 44 | 100.0 | 41.9 | 25.6 | 27.9 | 4.7 | 37.2 | YES | YES |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 3 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 113 | 98.2 | 7.3 | 24.5 | 46.4 | 21.8 | 75.5 | N/A | N/A |
| Disabled | 22 | 100.0 | 68.2 | 22.7 | 9.1 | N/A | 13.6 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | 2 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A |
| Non-Migrant | 133 | 98.5 | 16.9 | 23.8 | 40.8 | 18.5 | 66.2 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 133 | 98.5 | 16.9 | 23.8 | 40.8 | 18.5 | 66.2 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 56 | 98.2 | 37.0 | 24.1 | 33.3 | 5.6 | 44.4 | YES | YES |
| Full-pay meals | 79 | 98.7 | 3.8 | 24.4 | 44.9 | 26.9 | 79.5 | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

| | Our School | Change from Last Year | High Schools with Students Like Ours | Median High School |
|--|-------------------|------------------------------|---|---------------------------|
| Students (n= 601) | | | | |
| Retention rate | 12.3% | Up from 0.3% | 7.5% | 9.1% |
| Attendance rate | 95.2% | Up from 94.5% | 96.2% | 96.0% |
| Eligible for gifted and talented | 15.5% | Up from 11.5% | 10.0% | 5.8% |
| With disabilities other than speech | 17.7% | Up from 15.0% | 13.3% | 12.7% |
| Older than usual for grade | 9.3% | Down from 9.7% | 7.7% | 9.8% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 1.7% | Up from 1.4% | 2.1% | 1.6% |
| Enrolled in AP/IB programs | 13.4% | Up from 12.4% | 14.6% | 10.2% |
| Successful on AP/IB exams | 28.6% | | 50.6% | 53.8% |
| Annual dropout rate | 4.9% | Up from 2.5% | 2.7% | 2.7% |
| Career/technology students in co-curricular organizations | 0.0% | No change | 0.7% | 3.6% |
| Enrollment in career/technology center courses | 107 | Down from 257 | 539 | 466 |
| Students participating in worked-based experiences | 51.7% | Down from 52.9% | 30.5% | 25.7% |
| Career/technology students mastering core competencies | 58.3% | Down from 60.3% | 78.4% | 77.7% |
| Career/technology completers placed | N/A | N/A | 100.0% | 99.3% |
| Teachers (n= 37) | | | | |
| Teachers with advanced degrees | 67.6% | Up from 59.0% | 57.4% | 52.0% |
| Continuing contract teachers | 89.2% | Up from 82.1% | 83.8% | 82.1% |
| Highly qualified teachers** | 87.1% | N/A | 91.4% | 89.5% |
| Teachers with emergency or provisional certificates | 14.3% | | 6.7% | 8.6% |
| Teachers returning from previous year | 78.8% | Down from 81.9% | 88.6% | 86.2% |
| Teacher attendance rate | 93.4% | Down from 97.2% | 95.7% | 95.3% |
| Average teacher salary | \$41,772 | Up 8.8% | \$41,491 | \$41,060 |
| Prof. development days/teacher | 10.7 days | Down from 14.0 days | 10.5 days | 10.6 days |
| School | | | | |
| Principal's years at school | 2.0 | Up from 1.0 | 3.0 | 3.0 |
| Student-teacher ratio in core subjects | 27.2 to 1 | Up from 25.3 to 1 | 28.8 to 1 | 26.4 to 1 |
| Prime instructional time | 86.7% | Down from 90.6% | 90.5% | 90.0% |
| Dollars spent per pupil* | \$6,342 | No change | \$6,180 | \$6,310 |
| Percent of expenditures for teacher salaries* | 56.9% | Down from 57.5% | 58.0% | 57.9% |
| Opportunities in the arts | Good | No change | Excellent | Excellent |
| Parents attending conferences | 82.4% | Up from 78.6% | 90.2% | 89.3% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development program | Good | N/A | Good | Good |

* Prior year audited financial data are reported.

| | Our District | State |
|---|------------------------|----------------------------|
| Highly qualified teachers in low poverty schools** | 89.6% | 92.0% |
| Highly qualified teachers in high poverty schools** | 96.4% | 91.1% |
| | State Objective | Met State Objective |
| Highly qualified teachers in this school** | 65.0% | Yes |
| Student attendance in this school | 95.3% | No |

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

We have had another great year at Mid-Carolina High School, a school with a long-standing tradition of excellence. That tradition continued during the 2003-2004 school year.

The focus for school improvement has been, and will continue to be, student achievement. We were very pleased with our end-of-course test results in Algebra 1. This year, eighty percent of the students in Algebra 1 and advanced applied algebra passed this test. We were also pleased to see our average SAT score rise 16 points, from 957 to 973. On the verbal section of the SAT, the average score rose 22 points. This increased the 2002 average of 471 to an average of 493. On the math section, the score decreased six points to an average of 480.

Many of our seniors excelled academically. Twenty-one of them received LIFE Scholarships, and four received the prestigious Palmetto Fellows Scholarship. The graduating class of 2004 received \$662,100 in scholarship monies.

MCHS is known for its strong fine arts, JROTC, athletic, and School-to-Work programs. This year, our soccer and track teams advanced to the state playoffs, and our cheerleaders and band competed for state titles. The band won the Outstanding Performance Award as well, the highest award that a band can be granted by the South Carolina Band Directors Association. Sixty-seven students participated in our service learning program this year, logging in over 4,895 service hours to our community.

We will continue to reach for the stars and strive not to meet, but to exceed the standards set before us. It is important that we continue to develop strategies that will improve student achievement. We are extremely proud of the role that our school plays in the community, and we certainly appreciate the support we receive from parents and community members alike. We are also blessed with a dedicated faculty and staff, and their tireless efforts continue to foster improved student achievement at MCHS.

Lynn Cary, Principal

Lucy Ann Meetze, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|---|-----------------|------------------|-----------------|
| Number of surveys returned | 26 | 84 | 29 |
| Percent satisfied with learning environment | 73.1% | 73.5% | 58.6% |
| Percent satisfied with social and physical environment | 84.6% | 76.2% | 72.4% |
| Percent satisfied with home-school relations | 68.0% | 77.4% | 59.3% |

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.